

Infants and Toddlers: An Annotated Bibliography



A selected listing of titles available on this topic from the
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Activity Books

125 Brain Games for Babies. Jackie Silberg. (1999). Beltsville, MD: Gryphon House. Packed with everyday opportunities to contribute to brain development of babies, this book includes active games, singing games, visual games, language games, and sensory experiences—all based on the brain research.

125 Brain Games for Toddlers and Twos. Jackie Silberg. (2000). Beltsville, MD: Gryphon House. This fun-filled collection of ways to lay the groundwork for children's future is packed with everyday opportunities to contribute to brain development during the critical period from 12-36 months. Each game is accompanied by information on related brain research and a description of how the activity promoted brain power in children.

300 Juegos de 3 Minutos: Actividades rápidas y fáciles para estimular el desarrollo y la imaginación de los niños de 2 a 5 años. Jackie Silberg. (1997). Beltsville, MD: Gryphon House. Jugar con un niño constituye una vivencia enriquecedora tanto para el pequeño como para el adulto, de la que no tiene sentido privarse alagando falta de tiempo. Mediante los juegos y canciones recogidos en este libro, maestros, padres o cualquier otra persona con niños a su cargo pueden convertir los momentos libres en una experiencia de aprendizaje divertida. Solo se necesitan tres minutos para potenciar la capacidad de observación, las aptitudes auditivas y lingüísticas, la coordinación, la capacidad de contar y muchas otras habilidades de los pequeños. A partir de su dilatada experiencia en el asesoramiento a padres y madres con niños, la autora presenta desde juegos para entretener la espera hasta juegos de animales, para lo hora del baño, hacer ejercicio e incluso para pensar.

And the Cow Jumped Over the Moon: Over 650 Activities to Teach Toddlers Using Familiar Rhymes and Songs. Pam Schiller. (2006). Beltsville, MD: Gryphon House. By incorporating songs, chants, and rhymes into the classroom, teachers provide opportunities for children to develop every aspect of reading readiness and literacy. Each selection is accompanied by related rhymes, songs, and chants, language enrichment activities, learning center ideas, outdoor play and/or music and movement activities, and story time suggestions.

Baby Minds: Brain-Building Games Your Baby will Love. Linda Acredolo. (2000). New York: Bantam Books. *Baby Minds* is not another program for creating "super babies." Instead, it builds on activities that babies instinctively love to develop their unique abilities and make your daily interactions full of the joy of discovery—for both you and your child.

Brain Games for Babies, Toddler, and Twos. Jackie Silberg. (2000). New York: Sterling. Grouped by age and accompanied by related research, these games meet the needs of each stage of your child's young life—from a newborn's hand-eye coordination to an infant's language acquisition to a toddler's movements and musical ability. Children will love the one-on-one attention these activities afford and the chance to show off their burgeoning brainpower.

The Complete Resource Book for Infants. Pam Schiller. (2005). Beltsville, MD: Gryphon House. This book includes hundreds of experiences and activities that maximize learning and development in the areas of language, physical, social-emotional, and cognitive growth. The activities can be used

individually or grouped together to focus on developing a specific skill. The index is chock-full of songs, rhymes, recipes, sign language, recommended books and toys, and family connection resources.

The Complete Resource Book for Toddlers and Twos. Pam Schiller. (2003). Beltsville, MD: Gryphon House. This book includes over 2,000 ideas and activities just right for toddlers and twos. The activities contained are intended to enrich language skills, cognitive development, social-emotional development, and physical development. Children explore a variety of skills and concepts through stories, music, art, and more. A detailed appendix offers easy reference to helpful tools such as flannel board patterns, sign language illustrations, puppet patterns, and an assessment instrument.

Games to Play with Babies, 3rd Edition. Jackie Silberg. (2002). Beltsville, MD: Gryphon House. Over 240 fun-filled games include lots of hugs and kisses to help babies bond with their caregivers and parents as they develop necessary skills. Babies experience the interaction and nurturing they need for healthy self-esteem. This book encourages the development of happy, trusting babies who will become happy, trusting toddlers.

Games to Play with Toddlers, revised. Jackie Silberg. (2002). Beltsville, MD: Gryphon House. With over 200 games, this indispensable book will help develop areas important for the growth of your 12- to 24-month-old-such as language, creativity, coordination, confidence, problem-solving, gross motor skills, and more. You and your toddler will experience the joy of discovery on every fun-filled page.

Games to Play with Two-Year Olds. Jackie Silberg. (2002) Beltsville, MD: Gryphon House. This revised and updated edition is packed with opportunities to build confidence and to enhance language, coordination, social interactions, and problem-solving skills.

Help! There's a Toddler in My House. Nancy Kelly. (2001). Beltsville, MD: Gryphon House. Readers will find more than 80 stimulating activities to transform every room of the house into an exciting playground for infants and toddlers. Playing to the curiosity and creativity of this special age group, these quick and fun games and ideas can be played again and again.

The Infant/Toddler Photo Activity Library. Pam Schiller. (2006). Beltsville, MD: Gryphon House. This essential teaching tool helps caregivers and teachers develop language and pre-literacy skills with infants and toddlers. The sturdy four-color photo cards are organized by the following themes: Me and My Body, Families, Things I Wear, Toys, Pets, Big Animals, Transportation, Construction. Each card has a photograph of people or objects that infants and toddlers encounter every day. The back of each photo card features a vocabulary list, suggested activities to expand learning, the American Sign Language sign for that image, and a recommended children's book.

Making Sounds, Making Music, and Many Other Activities for Infants 7 to 12 Months. Judy Herr. (2003). Albany, NY: Thomson-Delmar. Responding in a warm, loving, and responsive manner to a crying infant or playing patty cake with a young toddler both exemplify ways that caregivers and families promote healthy brain development. Recent research on brain development emphasizes the importance of environment and relationships during the child's first three years of life.

Making Toys for Infants and Toddlers. Linda Miller. (2002). Beltsville, MD: Gryphon House. Create unique, exciting toys and props to help children learn in appropriate ways. You'll find creative ways to use tube socks, milk cartons, and other inexpensive household items.

Rattle Time, Face to Face, and Many Other Activities for Infants Birth to 6 Months. Judy Herr. (2003). Albany, NY: Thomson-Delmar. *Creative Resources for Infants and Toddlers Series* is a cluster of resources divided by child care center and classroom criteria. This series explores child development at the critical stages of life, such as predictable and universal patterns of development that occur in all domains, including physical, cognitive, language and communication, social, and emotional. Understanding developmental norms allows caregivers and parents to create and implement experiences that support and enhance the various levels of child development.

Rhyming Books, Marble Painting, and Many Other Activities for Toddlers 25-36 Months. Judy Herr. (2003). Albany, NY: Thomson-Delmar. *Creative Resources for Infants and Toddlers Series* is a cluster of resources divided by child-care center and classroom criteria. This series explores child development at the critical stages of life such as predictable and universal patterns of development that occur in all domains, including physical, cognitive, language and communication, social, and emotional. Understanding developmental norms allows caregivers and parents to create and implement experiences that support and enhance the various levels of child development.

Story Stretchers for Infants, Toddlers, and Twos: Experiences, Activities, and Games for Popular Children's Books. Shirley Raines. (2002). Beltsville, MD: Gryphon House. *Story Stretchers* contains 80 age-appropriate children's books and 240 ways to stretch the stories in new ways to enhance the learning process. This book is organized by age, and offers new ways for young children to experience the magic of a good book.

Books—Infant and Toddler Development

Ages and Stages, revised. Karen Miller. (2001). West Palm Beach, FL: Telshare Publishing. This book offers short, clear descriptions of young children at each stage of development, plus a wealth of suitable activities. This unique guide for center and home-based child care providers and CDA candidates provides the knowledge base to plan developmentally appropriate days. It focuses on crucial caregiver behaviors and presents sample homemade materials to foster emerging skills.

The Amazing Newborn: Making the Most of the First Weeks of Life. Marshall H. Klaus. (1993). Reading, MD: Addison-Wesley. This is a book for baby-watchers, those who take the time to observe newborn babies and are often rewarded with startling sights and experiences. The author has attempted to illustrate each of the special and often newly-discovered capacities with which human beings begin life. All the photographs in this book are of babies under ten days old.

Creative Resources for Infants and Toddlers, 2nd Edition. Judy Herr. (2002). Albany, NY: Delmar Publisher. The second edition of *Creative Resources for Infants and Toddlers* provides information to assist parents and educators in promoting healthy development of young children. This edition focuses on the growth of the whole child by including developmental norms for physical, language, and communication, cognitive, social, and emotional growth from birth to 36 months.

See How They Grow: Infants and Toddlers. Sue Martin and Jennifer Berke. (2007). Clifton Park, NY: Thomson Delmar Learning. *See How They Grow* is a book that offers an overview of the growth and development of infants and toddlers from the neonate stage through the age of three. There is special emphasis on the phenomenological approach. This approach requires that the caregiver adopts a perspective that leads to a more human and responsive understanding of each child. This approach is combined with the scientific methodology allowing the caregiver to achieve a level of improved competence, becoming reflective practitioners.

Understanding Infant Development. Margaret B. Puckett and Janet K. Black. (2007). St. Paul, MN: Redleaf Press. *Understanding Infant Development* is one in a series of three practical, easy-to-read child development handbooks adapted from *The Young Child*, a textbook used in academic programs nationwide. Written for child care providers in any setting, each book focuses on a specific age group and provides a complete overview of key theories and research on child development.

Understanding Toddler Development. Margaret B. Puckett and Janet K. Black. (2007). St. Paul, MN: Redleaf Press. *Understanding Toddler Development* is one in a series of three practical, easy-to-read child development handbooks adapted from *The Young Child*, a textbook used in academic programs nationwide. Written for child care providers in any setting, each book focuses on a specific age group and provides a complete overview of key theories and research on child development.

Books—Curriculum Development and Environment

All About the ITERS-R: A Detailed Guide. Debbie Cryer. (2004). New York, NY: Teachers College Press, 2004. *All About the ECERS-R* is a resource guide to be used with the *Early Childhood Environment Rating Scale*, revised edition. It gives information on why each item is important, what is needed to meet the requirements for all items, and how to score. Color photographs taken in child care settings are used to illustrate the text.

Beautiful Beginnings: A Developmental Curriculum for Infants and Toddlers. Helen Raikes and Jane McCall Whitmer. (2006). Baltimore, MD: Brookes. Developed by two respected research consultants for Early Head Start, this extensive curriculum takes a joyful activity-based approach to enhancing the development of infants and toddlers. More than 350 reproducible, easy-to-use activity sheets are divided into six age ranges between birth to three years that build on each child's natural strengths and interests, recognize and expand on emerging developments, and encourage progress in areas of concern. The book is ideal for use in a variety of programs and settings. This engaging and effective curriculum helps young children meet developmental goals and enhances their school readiness. Includes a compact disk.

Building a HighScope Program: Infant-Toddler Programs. Tricia S. Kruse. (2005). Ypsilanti, MI: HighScope Educational Research Foundation. Caregivers in infant-toddler programs are faced with accommodating the individual schedules of the infants in their program while working with active toddlers! In this book, find out how caregivers use the child-centered HighScope approach to meet individual children's needs in a flexible daily routine that includes adult planning time.

The Complete Learning Spaces Book for Infants and Toddlers. Rebecca Isbell. (2003). Beltsville, MD: Gryphon House. *The Complete Learning Spaces Book for Infants and Toddlers* is designed to help busy teachers meet the challenge of creating an effective learning environment for very young children. It includes ideas for planning, using, and evaluating learning spaces that will captivate infants and toddlers and encourage the developmental process.

Creative Curriculum for Infants, Toddlers, and Twos. Diane Trister Dodge, Sherrie Rudick, and Kai-lee Berke. (2006). Washington, DC: Teaching Strategies, Inc. This book can help teachers appreciate and find joy in the everyday discoveries that delight a child. It is a comprehensive curriculum that helps teachers create the very best program for children under the age of three. This edition retains its focus on building relationships, responsive care, and routines and experiences, but updates the curriculum in many important ways. It links curriculum and assessment, addresses language and literacy, math, and science, it meets the needs of dual language learners and children with disabilities, and highlights the research and theory on which the curriculum is based.

Designs for Living and Learning. Deb Curtis and Margie Carter. (2003). St. Paul, MN: Redleaf Press. Give children wondrous places to learn and grow! Drawing inspiration from a variety of approaches -- from Waldorf to Montessori to Reggio to Greenman, Prescott, and Olds, the authors outline hundreds of ways to create healthy and inviting physical, social, and emotional environments for children in child care. Full-color photographs of actual early childhood programs demonstrate that the spaces children learn and grow in can be comfortable for children, teachers, and parents alike.

Educating and Caring for Very Young Children: The Infant/Toddler Curriculum. Doris Bergen. (2001). New York: Teachers College Press. Infants and toddlers need a dynamic, responsive curriculum that provides education along with nurturing. Recognizing play as the core of this curriculum, the authors show how infant/toddler caregivers can combine theory and practice to provide physical and social environments in which children thrive. Case descriptions illustrate how to accommodate children with different developmental levels, backgrounds, personalities, and needs.

Family Child Care Curriculum: Teaching through Quality Care. Sharon Woodward. (2011). St. Paul, MN: Redleaf Press. Develop a curriculum for your family child care program that incorporates best practices and activities appropriate for the mixed ages of children in your care. This hands-on infant, toddler, and preschool resource reflects the reality of your needs, setting, and resources as a family child care provider. Each age-specific unit includes information on developmental domains and milestones, learning areas, age-appropriate activities and outcomes, daily schedules, and letters to families. The book discusses topics such as learning and brain development, reading with children, the importance of play, water and product safety, food allergies, and emergency evacuations, and ideas for activities and games.

Infant/Toddler Environment Rating Scale. Thelma Harms. (2006). Chapel Hill, NC: Frank Porter Graham Child Development Center. This rating scale provides an easy-to-use resource for defining high-quality care and assessing the level of quality offered in group programs for very young children. The content was developed especially for infant/toddler group care and is based on research evidence, professional criteria, and practical knowledge. The rating scale enables assessment of the quality of center-based childcare for children up to 30 months of age. Full instructions for using the scale, plus notes clarifying selected items, are included, along with a sample completed score sheet. The ITERS can

be used by the caregiving staff for self-assessment, by directors as a program-quality measure for planning program improvement, by agency staff for monitoring, and by parents concerned about quality care for their infants and toddlers.

Innovations: The Comprehensive Infant Curriculum. Kay Albrecht. (2000). Beltsville, MD: Gryphon House. *The Comprehensive Infant Curriculum* combines theory and practice to support beginning teachers, inform experienced teachers, and provide a complete program for every teacher.

Innovations: The Comprehensive Infant Curriculum—A Self-Directed Teacher's Guide. Kay Albrecht. (2001). Beltsville, MD: Gryphon House. This comprehensive, self directed manual provides over 40 hours of professional development for teachers who are using *Innovations: The Comprehensive Infant Curriculum*. It is designed to be completed by an individual teacher with the support of a mentor, trainer, director, or principal.

Landscapes for Learning: Designing Group Care Environments for Infants, Toddlers, and Two-Year-Olds. Louis Torelli. (1996). Berkeley, CA: Torelli/Durrett Infant and Toddler Childcare Furniture. A wealth of information on the child care environment is included in this book. Examples of floor plans, basic information on child care environments, suggestions for furnishing or refurnishing the room, and guidelines for a major remodel are included.

Reflecting Children's Lives: A Handbook for Planning Child-Centered Curriculum, 2nd Edition. Deb Curtis and Margie Carter. (2011). St. Paul, MN: Redleaf Press. *Reflecting Children's Lives* provides inspiration and ideas as you plan an effective, child-centered curriculum. This classroom handbook is helpful to new and experienced professionals looking for fresh ideas. New to this second edition are two chapters covering the topics of child-centered guidance and school readiness. Classroom stories, self-assessment activities, practical ideas, and quick checklists can be found throughout.

Books—General Information

Babies in the Rain: Promoting Play, Exploration, and Discovery with Infants and Toddlers. Jeff A. Johnson. (2010). St. Paul, MN: Redleaf Press. There are many ways parents and caregivers can help children thrive in their earliest years of life. "Babies in the Rain" explains the theories behind the best practices for infant and toddler care as well as preferred methods for doing so. The author shares his own stories about the amazing ways infants and toddlers learn. He offers valuable information on how to spend quality time with young children by building strong emotional environments, nurturing meaningful relationships, and promoting child-centered, age-appropriate learning.

The Baby Bistro: Child-Approved Recipes and Expert Nutrition Advice for the First Year. Christina Schmidt. (2009). Chicago: Bull Publishing. Based on the most current nutritional information available, this accessible reference offers a fresh approach to feeding a toddler. More than a how-to guide, you'll develop an approach to food that is easy, organized, and fun. Focusing on the age range of one to three years—when new foods and tastes are typically introduced—this resource also includes tips for quick shopping, easy recipes, and nutrient and supplement needs.

Bambini: The Italian Approach to Infant/Toddler Care. Lella Gandini and Carolyn Pope Edwards, Eds. (2001). New York: Teachers College Press. This book is about a special culture, one that immerses the infant and young child in a network of relationships with shared meaning that overlaps considerably with scientific knowledge about development and with what we generally regard as the best practices for care.

Behavior Guidance for Infants and Toddlers. Alice Sterling Honig. (2005). Little Rock, AR: Southern Early Childhood Association. Get ideas and strategies for managing the infant/toddler classroom from a national expert. This book contains lots of how-to's and practical strategies for the infant/toddler teacher.

Being with Babies: Understanding and Responding to the Infants in Your Care. Beverly Kovach and Denise Da Ros-Voseles. (2008). Silver Spring, MD: Gryphon House. Each chapter of *Being with Babies* describes an issue that caregivers face daily, offers scenarios that illustrate the challenge, suggests solutions caregivers can use to address the issue, and concludes with a review of key points. The book teaches caregivers how to handle everyday challenges while learning about developmental stages. This hands-on resource is appropriate for caregivers of children 6 weeks to 18 months old.

Building Strong Foundations: Practical Guidelines for Promoting the Social-Emotional Development of Infants and Toddlers. (2002). Rebecca Parlakian and Nancy Seibel. Washington, DC: Zero to Three. *Building Strong Foundations* explores how supportive relationships at all levels of an infant/family program contribute to children's healthy social-emotional development. The author presents the core concepts of infant mental health, offers no-nonsense strategies for leaders and trainers on how to promote children's mental health, and describes guidelines for when to refer very young children for assessment and treatment.

Caring for Infants with Respect, 2nd Ed. Magda Gerber. (2005). Los Angeles, CA: Resources for Infant Educators. Internationally renowned infant specialist Magda Gerber, the founder of Resources for Infant Educators, offers a healthy new approach to infant care based on a profound respect for each baby's individual needs and abilities.

Dance with me in the Heart. Pennie Brownlee. (2010). New Zealand: New Zealand Playcentre Federation. Successful intimate relationships are a doorway to health and happiness for human-beings. Not surprisingly, that first relationship with their parents that new babies make sets the scene for every other relationship that follows. The quality of this first relationship determines how the brain physically "wires up" the potential the new infant brings into the world and is the launching pad for the baby as a social being. **Note:** For those interested in obtaining their own copy of this book, it is available in the United States from [Child Care Exchange](#).

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, 3rd Edition. Sue Bredekamp and Carol Coppel, Eds. (2009). Washington, DC: National Association for the Education of Young Children. Since the first edition in 1987, NAEYC's book, *Developmentally Appropriate Practice in Early Childhood Programs*, has been an essential resource for the early child care field. The 2009 version comes with supplementary CD containing readings on key topics, plus video examples showing developmentally appropriate practice in action. Based on what the research says about development, learning, and effective practices, as well as what experience tells

us about teaching intentionally, DAP articulates the principles that should guide our decision making. Chapters describe children from birth through age eight in detail, with extensive examples of appropriate practice for infant/toddler, preschool, kindergarten, and primary levels.

Early Experiences Matter: A guide to Improved Policies for Infants and Toddlers. Zero to Three. (2009). Washington, DC: Author. The greatest opportunity for influencing a child's life begins on day one, and public policy plays an important role in ensuring that our youngest children get off to the best possible start in life. The *Early Experiences Matter Policy Guide* offers you a wealth of policy options and strategies to use in your efforts to affect policy change for infants, toddlers, and their families. It includes mini policy briefs, practical tools, in-depth policy papers, and more. Information about downloading the entire publication or individual pieces is available at <http://www.zerotothree.org/public-policy/policy-toolkit/>.

Enhancing Early Emotional Development. Jean Wixon Gowen. (2002). Baltimore, MD: Brookes. During their first two years, children form attachments with caregivers that profoundly affect their emotional lives. This book helps professionals who work with families of young children nurture those crucial bonds, giving parents the support and guidance they need to identify their children's needs, enhance interactions with their children, and address any factors that may prevent them from building a strong relationship with their infant or toddler.

Essential Touch: Meeting the Needs of Young Children. Frances Carlson. (2006). Washington, DC: National Association for the Education of Young Children. Some early childhood programs have adopted no-touch policies, and others allow only a minimal level of physical contact between teachers and children. Yet touch is as necessary as food or water for young children to thrive and grow physically, cognitively, socially, and emotionally. Experiences of touch in all its forms—whether nurturing touch from adults, tactile explorations of the environment, or physical interactions with peers—are essential to high-quality early care and education. From this book, practitioners will learn just why touch is essential in young children's development and how it can be incorporated safely in early childhood settings, from the infant program to the primary classroom.

Extending the Dance in Infant and Toddler Caregiving: Enhancing Attachment and Relationships. Helen H. Raikes and Carolyn Pope Edwards. (2009). Baltimore: Brookes. Secure attachment between child and parent is one of the most important factors in early learning and development, and infant/toddler teachers are the critical third partner in this relationship dance. *Extending the Dance in Infant and Toddler Caregiving* provides an in-depth blueprint for establishing and maintaining a relationship-based early childhood program that promotes young children's optimal development. This warm and practical resource will help caregivers develop nurturing relationships with young children while also strengthening parent-child attachment.

The Happiest Baby on the Block. Harvey Karp. (2006). Los Angeles: Happiest Baby, Inc. Dr. Harvey Karp shares his five steps to elicit the calming reflex crying and fussy babies.

The Happiest Toddler on the Block. Harvey Karp. (2004). Los Angeles: Happiest Baby, Inc. Dr. Harvey Karp explains how to transform your cranky toddler into a happy, cooperative, and secure child.

Montessori from the Start: The Child at Home, from Birth to Age Three. Paula Polk Lillard. (2003). New York: Shocker Books. What can parents do to help their youngest children in their task of self-formation? How does the Montessori Method of hands-on learning and self-discovery relate to the youngest infants? This authoritative and accessible book answers these and many other questions.

More Infant and Toddler Experiences. Fran Hast. (2001). St. Paul, MN: Redleaf Press. *More Infant and Toddler Experiences* contains creative suggestions for interactions that strengthen both the developing child and the learning caregiver. The teaching strategies offered in this book will provide infants and toddlers with meaningful experiences that support each child's development.

No Biting: Policy and Practice for Toddler Programs, 2nd Ed. Gretchen Kinnell. (2008). St. Paul, MN: Redleaf Press. Biting is one of the most frustrating and widespread issues child care providers and parents face. This updated edition of *No Biting* takes an in-depth look at the developmental, emotional, and practical perspectives of biting. You will find technique-building advice for approaching biting in ways that work effectively for toddlers, parents, and teachers alike. Also included is information on how to develop biting policies, how to work with parents and staff, and recommended articles for parents to learn more about the issue.

Partners in Play: Assessing Infants and Toddlers in Natural Settings. Gail Eshner. (2007). Clifton Park, NY: Delmar Cengage Learning. *Partners in Play* is a resource for students taking courses in assessment and early childhood special education. The resource includes specific instructions for observing, administering, scoring, and interpreting results of the PIP assessment.

Poking, Pinching, and Pretending. Dee Smith. (2004). St. Paul, MN: Redleaf Press. Inspired by the programs in Reggio Emilia, *Poking, Pinching, and Pretending* investigates how one group of infants and toddlers learns about clay as an early "language." This stimulating guide encourages educators to share the questions and theories that come from observing and documenting children's interactions with clay to heighten their understanding of how toddlers explore, represent, and learn.

Prime Times: A Handbook for Excellence in Infant and Toddler Programs, 2nd Edition. Jim Greenman, Anne Stonehouse, and Gigi Schweikart. (2008). St. Paul, MN: Redleaf Press. Achieve quality care and education in your infant or toddler program with this practical guide--a sourcebook for establishing, organizing, and maintaining a quality program. Substantially revised, this second edition includes topics such as developmental issues; infants and toddlers with special needs; staffing and staff training; creating learning and nurturing environments; establishing routines; discipline; health, nutrition, and safety policies; curriculum; partnering with parents; assessment; and program evaluation. Charts, tables, and illustrations enhance the updated text, and a new CD-ROM offers reproducible forms, policy statements, and training handouts.

Secure Relationships. Alice Sterling Honig. (2002). Washington, DC: National Association for the Education of Young Children. For healthy adjustment in childhood and later in life, infants and toddlers need secure attachments to adults who care for them. Loving, responsive, and consistent care from primary caregivers is the key to young children learning to form relationships. Author Alice Honig distills key points needed in understanding and building attachment.

Simple Transitions for Infants and Toddlers. Karen Miller. (2005). Beltsville, MD: Gryphon House. *Simple Transitions for Infants and Toddlers*, a resource for teachers who work with this youngest age group, offers more than 400 tips, ideas, and easy activities from an expert in the infant/toddler field. It also includes ideas to help parents deal with the bigger transitions in their child's life, such as separation anxiety and potty training.

Spotlight on Young Children and Play. Derry Koralek, (Ed.). (2004). Washington, DC: National Association for the Education of Young Children. This vibrant book, compiled from Young Children articles, focuses on the varied powers of play as a source of enjoyment and as a tool for learning. It addresses areas such as play's role in academic learning, toddler play, outdoor play, theories of play, adaptations for children with special needs, and media impact on play. Also included is a list of key resources in the area and carefully designed questions and activities to aid readers in reflecting on the articles.

Teaching Infants, Toddlers, and Twos with Special Needs. Clarissa Willis. (2009). Beltsville, MD: Gryphon House. This book specifically addresses the needs of children with developmental delays, as well as children at risk for developing special needs. Each chapter includes information about how young children learn. The strategies and adaptations in each chapter are easy to use and apply to all children. Examples are presented for managing the physical environment and for teaching skills that will enhance the overall development of infants, toddlers, and twos with special needs.

Tender Care and Early Learning. Jacalyn Post. (2000). Ypsilanti, MI: HighScope Press. This book is a guide to providing high-quality care for infants and toddlers in child care centers and homes. It describes HighScope's active learning approach for very young children who are in the sensory-motor stage of development. This "how to" and "why should we?" manual provides both rationale and specific strategies for each part of the HighScope infant-toddler wheel of learning.

The Toddler Bistro: Child-Approved Recipes and Expert Nutritional Advice for the Toddler Years. Christina Schmidt. (2009). Chicago: Bull Publishing. Based on current nutritional information, this reference offers a fresh approach to feeding a toddler. More than a how-to guide, you'll develop an approach to food that is easy, organized, and fun. Focusing on the age range of one to three years--when new foods and tastes are typically introduced--this resource also includes tips and tricks for quick shopping, easy recipes, and nutrient and supplement needs.

Touchpoints: The Essential Reference. T. Berry Brazelton. (1992). Reading, MA: Addison-Wesley. From pregnancy to first grade, all the concerns and questions that parents have about their child's behavior, feelings, and development are anticipated and answered in both chronological and reference form. "Touchpoints" are the universal spurts of development and the trying periods of regression that accompany them throughout childhood. The author uses them as windows to help parents understand their child's behavior and prevent future problems.

Your Baby's First Year. Jeanne Warren Lindsay. (2003). Buena Park, CA: Morning Glory Press. This is a how-to parent book especially for teenage parents. This complete guide is easy to read and has a friendly narrative style. The author has included tips on breast/bottle feeding, enjoying your infant, coping with crying, preparing and feeding solid food, accident-proofing your home, health care, dealing with your baby's curiosity, and games for your baby.

DVDs

Ages of Infancy: Caring for Young, Mobile, and Older Infants. This video divides infancy into three stages of development: the young, the mobile, and the older infant or toddler. Each stage is characterized by its own crucial developmental issue: for the young infant: security; for the mobile infant: exploration; and for the older infant: a quest for identity. Guidelines and suggestions for care giving are given. Produced by WestEd and distributed by the California State Department of Education. 26 minutes.

Better Kid Care: Is Block Play Really Important? This program describes the characteristics of each stage of block play for toddlers, preschoolers, and school-age children. It shows ways that childcare providers can enhance block play and how to handle problems between children in the block area. Produced and Distributed by Better Kid Care at Penn State University. 75 minutes, 2011.

Better Kid Care: What Does Brain Research Tell Us About Infant Care? This program will help you make feeding, diapering, and sleeping more than just routines throughout the day. It emphasizes the type of care infants need at different ages and why providing high quality infant care is so important. Produced and Distributed by Better Kid Care at Penn State University. 75 minutes, 2010.

Childhood, DVD 1: Great Expectations. One of the major themes of the *Childhood* series is introduced and explored--the mutual influence and importance of both nature and nurture, the ongoing interaction of time, place, and biology. Highlights of the premiere program include witnessing three births--in Russia, America, and Brazil, to show how different societies approach this universal, yet unique, experience. Produced and distributed by Ambrose Video Publishing, Inc. 57 minutes, 1991.

Childhood, DVD 2: Louder than Words and Love's Labors

In Louder than Words, the roots of personality, present from birth, are examined. Jerome Kagan shows why shyness and sociability have a distinct biological component. Is biology destiny? This video explored how parents' expectations and actions shape a child's behavior and character. Produced and distributed by Ambrose Video Publishing, Inc. 57 minutes, 1991.

Love's Labors. This video explores the fascinating period between six months and three years, when almost every day brings startling evidence of rapid maturation in brain and body — improving coordination, increased mobility, the acquisition of language, and an emerging sense of self. We discover how babies and infants are not powerless, but are instead active participants in a world they affect and change almost from birth. Produced and distributed by Ambrose Video Publishing, Inc. 57 minutes, 1991.

Daily Schedules and Caregiving Routines/Programas diarios y runitas de cuidado. Eating, napping, playing, exploring objects and people—all infants and toddlers do these things but have varying personal routines from day to day. When caregivers provide consistent but flexible daily schedules and caregiving support, they let children know their needs are met, freeing the children to investigate their world. Spanish subtitles are included. Produced and distributed by the HighScope Educational Research Foundation. 90 minutes, 2001.

Part 1 of this program gives you an overview of an infant-toddler daily schedule that includes arrivals and departures, group times, feedings and mealtimes, personal care times, and choice time.

Part 2 offers strategies for creating a daily schedule that is stable yet flexible enough to meet young children's needs.

Part 3 shows caregivers supporting children throughout the daily schedule in a series of unnarrated scenes from authentic HighScope settings.

Developmentally Appropriate Practice: A Focus on Intentionality and on Play. This DVD-ROM features the video segments from NAEYC's two online programs, *DAP and Intentionality* and *DAP and Play*. This program is designed as a resource for group training sessions and courses on DAP. Each segment includes presentations from practitioners and other experts in the field and scenes depicting developmentally appropriate practice in action—in classrooms for infants, toddlers, preschoolers, kindergartners, and primary grade children. *DAP and Intentionality* addresses ways in which teachers intentionally use a variety of learning formats and teaching strategies to support children's learning. *DAP and Play* focuses on the characteristics and types of play and the teacher's role in supporting high-level play. Handouts in PDF format are included on the disc.

Feeding with Love and Good Sense II. This DVD is comprised of four programs on food and nutrition for various ages. Produced and distributed by Ellyn Satter Associates, 2011. Each program is 15-20 minutes in length.

The Infant. Your baby eats best when you get on the same wavelength and understand what she tells you about her eating and sleeping. Keep figuring things out with your baby until you both get your needs met - yours to nurture and hers to be nurtured.

The Transitional Child: Midway in her first year, your baby starts working her way from learning to eat semi-solid food from the spoon to joining in with family meals. Guide feeding by what your baby does, not her age. Give plenty of chances to learn, have fun, and let her eat much, little, or nothing at all, fast or slowly, fingers or spoon.

The Toddler: The toddler is picky, does not eat as much as he did earlier, eats a lot one time and hardly anything another, and is skeptical of even-familiar foods. To do well with eating, your child needs structure, opportunities to learn, and no pressure. Do your jobs, and then settle for however much—or how little—he eats.

The Preschooler: If you do your feeding jobs and let your preschooler do his eating jobs, he will be a competent eater. But because he wants to please you, you can get your preschooler to eat more, less, or different foods than he wants from what you serve. Don't do it! In the long run, it will make him eat worse, not better.

First Moves: Welcoming a Child to a New Caregiving Setting. Concepts from research and field experience are presented to help ease a child into a new care setting by using time, space, indirect contact, and reading the child's cues. The influence of the child's developmental level and the crucial

role of the parent in the separation process are discussed. Produced by WestEd and distributed by the California State Department of Education. 27 minutes, 1988.

Flexible, Fearful, or Feisty: The Different Temperaments of Infants and Toddlers. This videotape explores various temperamental styles of infants and toddlers identified in research styles by Stella Chase and Alexander Thomas. Nine identified traits can be grouped into three temperamental styles: flexible, fearful, or feisty. Techniques are described for dealing with children of different temperaments in infant/toddler groups. Produced by WestEd and distributed by the California State Department of Education. Available in both English and Spanish. 29 minutes, 1988.

Getting In Tune: Creating Nurturing Relationships with Infants and Toddlers. This video emphasizes the importance of responsive caregiving and explores a process for studying child development and temperamental differences in infants and toddlers, learning about children's families and their cultures, developing self-awareness, and mastering the responsive process of watch, ask and adapt. Produced by WestEd and distributed by the California State Department of Education. 24 minutes. 1993.

The Happiest Baby on the Block. Dr. Harvey Karp shares his five steps to elicit the calming reflex crying and fussy babies. This DVD includes a demonstration of the five steps and a question and answer section. 128 minutes, 2006.

The Happiest Toddler on the Block. Dr. Harvey Karp, pediatrician, reveals a new way to communicate with toddlers. Learn how to calm outbursts, stop 60-90% of tantrums before they happen, and build a loving and respectful relationship with your young child that will last a lifetime. Produced and distributed by The Happiest Baby, Inc. 69 minutes, 2004.

Infants: Cognitive Development. Infants' brains are actively developing with everything they experience. Examine how newborns fit into the sensorimotor stage—tracing cognitive development from simple reflexes to beginnings of thought. Explore infant intelligence, information processing and memory. See the progression of infant communication from crying—to giggling—to euphoric babbling and their first words! Understand how language is learned and how caregivers can use infant-directed speech to foster cognitive development. Produced and distributed by Learning Seed, Chicago. 23 minutes, 2010.

Infants: Physical Development. Watch our cast of infants as they begin to explore their world and reach different milestones along the way. Learn how a baby's brain develops and what activities help stimulate healthy brain growth. Also learn the importance of proper nutrition and sleep in the first year. See how infants rely on their innate reflexes and how gross and fine motor skills emerge in typically developing children as well as those with challenging conditions. Produced and distributed by Learning Seed, Chicago. 30 minutes, 2010.

Infants: Social and Emotional Development. In the first year of life, infants express a range of emotions—from faces of distress to spontaneous laughter. Watch as they begin to distinguish the expressions of others and mimic them as well. Examine the different stages of emotional development, and learn how children form attachments with people. Observe how personality and temperament

affect an infant's social and emotional growth and how caregivers handle various situations. Produced and distributed by Learning Seed, Chicago. 23 minutes, 2010.

It's Mine: Responding to Problems and Conflicts. This video shows babies and toddlers in several HighScope infant-toddler settings and the adults who care for them. Filled with strategies caregivers can use to respond sensitively and positively to children's social conflicts, the video also covers ways to keep conflict to a minimum by creating a warm and play-filled environment. Included are strategies for problem prevention, positive limit-setting and resolving conflicts—strategies that can help children begin to develop important social, language, and reasoning abilities. With this support at a very early age, children are on their way to becoming cooperative and caring individuals. Produced and distributed by the HighScope Educational Research Foundation. 40 minutes, 2003.

It's Not Just Routine: Feeding, Diapering, and Napping Infants and Toddlers. Caregiving routines are presented from the infant's perspective. Appropriate health, safety, and environmental practices for feeding, diapering, and napping are demonstrated. The video emphasizes that such routines are opportunities for individualized, responsive care giving that can facilitate a child's development. Produced by WestEd. 30 minutes, 1988.

Learning Happens: 30 Video Vignettes of Babies and Toddlers Learning School Readiness Skills through Everyday Interactions. *Learning Happens* features 30 video vignettes that show parents and children—birth to three years—interacting during everyday play and routines. These vignettes provide rich examples of how development unfolds from birth to age three, how young children acquire school readiness skills through everyday interactions and activities, and how parents and caregivers support children's early learning and development through daily interactions and activities. Produced and distributed by Zero to Three. Untimed, 2007.

The New Developmentally Appropriate Practice. This professional development resource features the video program produced by NAEYC with the 2009 release of the third edition of NAEYC's *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*. The DVD includes an overview of developmentally appropriate practice, presentations from NAEYC leadership and experts in the field, and scenes depicting developmentally appropriate practice in action—in classrooms for infants, toddlers, preschoolers, kindergartners, and primary grade children. Produced and distributed by the National Association for the Education of Young Children. 59 minutes, 2009.

The Next Step: Including the Infant in the Curriculum. Infants are always engaged in learning. This video shows infants as they develop the foundation for physical, social, language, preliteracy and premath skills which they will need to succeed in school. Produced by WestEd. 22 minutes, 2001.

Nutrition for Infants and Children. This DVD explains the importance of good nutrition for newborns, infants, and toddlers and examines its beneficial effects on their growth and development. Filled with how-to and when-to advice, the video also discusses the relative merits of breastfeeding and bottle-feeding, potential food allergies, the importance of a balanced diet and physical activity even at a young age, and special dietary preferences like vegetarianism. A viewable/printable instructor's guide is available online at <http://meridian.films.com>; search on 34862. 26 minutes, 2006.

Pediatric Brain Development: The Importance of a Head Start. Pediatric Brain Development is a research-based segment from ABC News Program, Primetime Live. The program discusses the importance of stimulating your child's brain. Reading to an infant stimulates the brain and actually creates physical change. Talk to your baby, engage, be descriptive, seek attentive child care; these activities will sprout rich connections in the brain, which will affect human potential. Research has also shown that music creates a change in the brains of toddlers and helps develop pathways in learning to read and learn languages.

Respectfully Yours—Magda Gerber's Approach to Professional Infant/Toddler Caregiving: A Guide to Routines. J. Ronald Lally interviews Magda Gerber, an internationally recognized leader in infant care. Scenes from caregiving settings illustrate points made. This video is divided into three 20-minute segments Produced by WestEd and distributed by the California State Department of Education. Available in both English and Spanish. 58 minutes, 1988.

The Secret Life of the Brain, Part 1: The Baby's Brain—Wider than the Sky. When we are babies, our brains are more open to the shaping hand of experience than at any time in our lives. In response to the demands of the world, the baby's brain sculpts itself. Scientists have begun to understand how that happens, but as neurologist Carla Shatz says, "There's a great mystery left. Our memories and our hopes and our aspirations and who we love all of that is in there encoded in the circuits. But we only have the barest beginnings of an understanding about how the brain really works." Produced and distributed by PBS Video. 60 minutes, 2002.

Together in Care: Meeting the Intimacy Needs of Infants and Toddlers in Groups. More children move into child care at earlier ages. It is important for young children to maintain a continuous relationship with a few caring people. This video stresses the importance of a one on one relationship for infants, promotes personal contact in small groups, and emphasizes the importance of continuity of care. Produced by Produced by WestEd and distributed by the California State Department of Education. 30 minutes. 1991.

Touchpoints: Understanding Your Child's Development. Three programs are included on this DVD: Birth and the First Four Weeks of Life, First Month through First Year, and One Year through Toddlerhood. Distributed by KidSafety of America. 1991.

Pregnancy, Birth and the First Four Weeks of Life. Series host, Dr. T. Berry Brazelton, defines Touchpoints as a time that precedes a rapid burst in learning for both child and parent. This volume of *Touchpoints* focuses on pregnancy, delivery, birth to a few weeks of age, including newborn assessment and attachment, and the first weeks to three months including crying, calming, and becoming a family. This videotape includes a segment on a couple who are waiting for a child to adopt. 50 minutes.

First Month through First Year. Some of the Touchpoints covered in this videotape are communication and adjusting to being a parent; cognitive and motor development; feeding and sleeping; negativism; tantrums; and teasing. By watching families in unique situations, Dr. Brazelton shows how and why children develop the way they do. 50 minutes.

One Year through Toddlerhood. This program focuses on the more complex issues of 2- and 3-year-old children as they discover and exercise their independence. The *Touchpoints* covered in this program include the introduction of a new child, sibling rivalry, discipline and toilet training. 58 minutes.

TrainerVision Video Resource Library: Language and Literacy—Focus on Toddlers, Volume 1. The *Trainer Vision Video Resource Library* presents a variety of engaging, un-narrated 3 to 5-minute video clips that make workshops and class more interesting and effective. Carefully edited clips show adults working with toddlers, pre-k and kindergarten children. This volume presents 10 video clips that show adults supporting emerging language and literacy in toddlers. They feature toddlers with professionals in child care, Early Head Start, and early intervention settings, and with parents at home. Produced and distributed by Educational Productions. 2003.

Video Observations for the Infant/Toddler Environment Rating Scale, revised. The *ITERS-R Video Observation Package* consists of an interactive videotape and a video guide and training workbook. The package was designed to be used either for self-instruction or with an instructor. It is suitable for training child care providers in infant/toddler groups who will be using the scale for self-evaluation, as well as other evaluators, such as program directors, training specialists, early childhood education students, program monitors, and researchers. Produced and distributed by Teachers College Press. 2003.

Your Child's Brain. See *Pediatric Brain Development*.

CDs/CD-ROMs

The Happiest Baby on the Block. This CD, featuring the work of Harvey Karp, offers five tracks of calming white noise to calm your baby and dramatically improve the sleep of your infant or toddler. The tracks can be played individually, in combination, or repeated for hours as your child settles into a deep level of relaxation. Produced and distributed by Happiest Baby, Inc. 72 minutes, 2006.

Exchange Articles on CD, #1: Caring for Infants and Toddlers contains over 20 articles on infant and toddler development. Here are just a few of the articles on this CD: *Places for Babies: Infants and Toddlers in Groups*, by Jim Greenman; *Toddlers to Your Program - Ten Training Tips*, by Alice Sterling Honig; *Shifting Gears for Infants and Toddlers - Facilitating Teacher Transitions*, by Marjory Keenan; *Maternal Guilt - Helping Mothers of Infants and Toddlers in Child Care*, by Mary Beth Mann and Kathy R. Thornburg; *Reality Bites: Biting at the Center*, by Jim Greenman and Anne Willis Stonehouse; and *Three Episodes and a Lullaby*, by Lella Gandini. Produced and distributed by Exchange Press, 2004.

Visionary Infant and Toddler Program Environments. Define your vision for your child care environment, focusing on the five creative elements. Best-selling authors Deb Curtis and Margie Carter have created this CD-ROM Power Point presentation as a self-study guide on issues surrounding infant and toddler program and early childhood learning environments. This guide is an excellent companion to *Designs for Living and Learning*, Curtis and Carter's book on creating magical environments that nurture children, families, and staff.

Journals

The Early Childhood Training Center subscribes to the following journals on the topic of infants and toddlers. Back issues are kept for a period of five years.

The Infant Mental Health Journal is published bi-monthly by the World Association for Infant Mental Health (WAIMH). It includes peer-reviewed research articles, literature reviews, program descriptions/evaluations, clinical studies, and book reviews that focus on infant social-emotional development, caregiver-infant interactions, contextual and cultural influences on infant and family development, and all conditions that place infants and/or their families at risk for less than optimal development.

Young Children, published six times per year, is the official publication of the National Association for the Education of Young Children. The goal of NAEYC is to offer professional development opportunities to early childhood educators to improve the quality of services to children during the critical years of development from birth through age eight.

Zero to Three, published six times per year by the National Center for Clinical Infant Programs, is intended for persons who work with infants, toddlers and their families and includes information on children with special needs.